



Graduate Capability Framework

May 2026

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Acknowledgment of Country

The University of Tasmania pays its respects to elders past and present, to the many Aboriginal people that did not make elder status, and to the Tasmanian Aboriginal community that continues to care for Country.

The Palawa people belong to one of the world's oldest living cultures, with countless generations of continuous connection to this Country. They have survived and adapted to profound environmental and social changes, embodying deep place-based knowledge and wisdom for living sustainably with Country.

We acknowledge with deep respect that this knowledge represents a range of cultural practices, wisdom, traditions, and ways of knowing the world that remain vital and relevant today.

We recognise a history of truth that acknowledges the impacts of invasion and colonisation upon Aboriginal people, resulting in forcible removal from their lands and ongoing challenges to Aboriginal communities.

The University of Tasmania stands for a future that profoundly respects and acknowledges Aboriginal perspectives, culture, language, and history, and a continued effort to fight for Aboriginal justice and rights, paving the way for a strong future.

As an educational community we are deeply committed to centring Aboriginal and Torres Strait Islander People's knowledges across our curriculum as foundational ways of knowing, being and doing that are essential to understanding.



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Preface

Graduate capabilities are the shared set of qualities, skills and attributes that students develop through their university education. They represent an integration of knowledge, skills, personal qualities and understandings that graduates use appropriately and effectively, in familiar disciplinary contexts and in response to new and changing circumstances.¹

The University has been evolving its approach to graduate capabilities for over two decades. We introduced Generic Graduate Attributes in 2003, revised them as a Graduate Statement in 2015, and mapped them as themes and skills across our curriculum. Our world has changed profoundly since then. The challenges facing Tasmania and our planet, from climate adaptation to technological disruption, from social equity to economic transformation, demand more from us and from our graduates. We have refreshed our own strategy and deepened our understanding of the role universities must play in societal transitions.

We developed our Academic System around the purpose of achieving transformative educational outcomes for students and communities, recognising that our curriculum is a crucial part of achieving our mission. How we choose to design our courses and programs fundamentally shapes our graduates and their future careers.

Graduate capabilities are not simply aspirational statements. They are a critical design parameter within our Academic System that define what it means to be a University of Tasmania graduate. They capture the essence of who we are and prepare our graduates to contribute to, and ultimately lead, the transitions our island and our world need to make. They make our graduates distinctive. Equipped not only to excel in their chosen fields but to lead with purpose, creativity and responsibility.

Our challenge is to continually ask ourselves: *are we doing enough to prepare graduates for their future?* Excellence in a discipline is essential, and we aim to produce graduates who combine deep disciplinary expertise with the transdisciplinary capabilities required to address complex challenges, lead systems change, and make lasting contributions to a healthier, more sustainable, productive and equitable society.

Today's graduates will shape Tasmania's future. They will contribute to, and lead, our communities, industries, and knowledge creation across Australia and internationally.

Transformation will not happen to our graduates; it will happen through them.

Professor Luke Bereznicki

Pro Vice-Chancellor (Learning and Teaching Performance)

¹ Stephenson, J., & Yorke, M. (1998). *Capability and quality in higher education*. London: Kogan Page.

Executive Summary

Students joining our university today will graduate into one of the most consequential periods in human history. The science tells us we have approximately 25 years to fundamentally redesign the interconnected human and natural systems that underpin every economy, community, and ecosystem on Earth. By 2050, today's students will be at the height of their professional influence. Leading organisations, shaping policy, and educating the generation that follows. Every career decision they make from graduation onwards occurs within this critical transformation window.

The Graduate Capability Framework is a shared commitment to our students and communities that a degree from the University of Tasmania prepares people to succeed in their chosen fields and to contribute meaningfully to the transitions our world needs to make.

Framework Design

The Framework is designed around five interconnected themes and capabilities, expressed across fifteen domains, and supports progression from introductory to mastery levels aligned to the Australian Qualifications Framework (AQF).

Theme	Capability	Descriptor	Domains
Inquire <i>Making sense of complex systems</i>	Systems Thinking and Analysis	<i>Thinking critically, designing and integrating systems, synthesising evidence across knowledge systems, and driving evidence-informed change</i>	A. Systems Design and Integration B. Systems Evidence and Knowledge Synthesis C. Place-Based Systems Understanding
Excel <i>Mastery of discipline and personal growth</i>	Adaptive Excellence	<i>Demonstrating disciplinary reasoning, practiced expertise, and ethical identity to sustain deep human judgement across careers shaped by advancing technologies and changing work</i>	A. Disciplinary Reasoning, Expertise and Technical Fluency B. Ethics and Identity C. Career Adaptability and Lifelong Learning
Act <i>Moving from awareness to action</i>	Transformative Change Agency for Holistic Sustainability	<i>Advancing equity, regenerating and connecting with ecological systems, and strengthening community wellbeing by mobilising collective action to progress systems transformation</i>	A. Environmental and Socioeconomic Transformation B. Advancing Equity C. Community Engagement and Leadership
Create <i>Generating new ideas and solutions</i>	Creative Innovation and Cultural Expression	<i>Generating novel solutions, expressing ideas across media, and engaging with Indigenous knowledges as essential systems of understanding</i>	A. Creative Problem-Solving and Innovation B. Communication and Expression Across Media C. Cultural Intelligence and Knowledge Diversity
Connect <i>Building relationships that sustain trust</i>	Relational Intelligence and Personal Agency	<i>Building trusted relationships, working effectively in diverse teams, sustaining personal wellbeing and resilience, and engaging as informed citizens in a digital age</i>	A. Collaboration and Team Dynamics B. Personal Agency and Emotional Intelligence C. Citizenship in a Digital Age

Each theme and capability addresses a fundamental question for students in a world undergoing rapid and complex change. These questions have always been at the centre of learning and are

questions that graduates will need to answer across their careers. The Framework makes these questions explicit and seeks to ensure that all graduates develop the skills, knowledge and disposition to answer them with confidence and depth.

Question	Theme	Capability
<i>How do things connect and affect each other?</i>	Inquire: Making sense of complex interconnected systems	Systems Thinking and Analysis
<i>What does it mean to be great at what I do?</i>	Excel: Mastery of discipline and personal growth	Adaptive Excellence
<i>How do I make a difference?</i>	Act: Moving from awareness to action	Transformative Change Agency for Holistic Sustainability
<i>How do I bring new ideas to life?</i>	Create: Generating new ideas and solutions	Creative Innovation and Cultural Expression
<i>How do I work well with others and care for myself?</i>	Connect: Building relationships that sustain trust	Relational Intelligence and Personal Agency

The capabilities are designed to work together. They equip graduates to understand the systems they work within, act with professional excellence, drive change toward regenerative outcomes, and sustain the relational and personal capacity to contribute and lead over a career of consequence.

Progression and disciplinary expression are critical elements within the Framework that allow our educators and designers to establish contextualised, distinctive outcomes for each domain within our courses and programs. These elements work together to provide courses and programs at all AQF levels with a shared ‘UTAS DNA’ that fosters greater peer engagement and a truly interdisciplinary pedagogy while enabling unique disciplinary expression.

Distinctiveness and Relevance

Three features make this Framework distinctive and reflect who we are as a university.

Interconnected systems understanding runs through everything we teach. Every profession and career our graduates pursue exists within interconnected human and natural systems. We want every graduate, whatever their discipline, to understand this context and to work within it with skill and purpose.

Aboriginal and Torres Strait Islander and other traditional knowledge systems are embedded throughout as essential wisdom, not supplementary content. Indigenous peoples have maintained regenerative relationships with Country for millennia. This enduring knowledge is foundational to our vision of what a UTAS graduate can be, and this centring is a key commitment of our Aboriginal and Torres Strait Islander Education Plan 2026–2030.

Connection to place and communities sets the context for societal transitions. Tasmania itself is a living laboratory. Its scale makes systems visible; its complexity requires sophisticated solutions; the urgency of its transitions demands action. The capabilities developed here are relevant and transferable to communities, regions, and challenges across Australia and globally, wherever our students choose to study.

Implementation

The Framework is an important aspect of curriculum design, not a compliance exercise. It will be woven into our curriculum through the design and re-design cycle, supporting staff to establish learning outcomes and develop learning experiences and where these capabilities sit authentically within each discipline. Guidance and support, augmented by a natural language GenAI tool, will help staff explore how their curriculum connects to the Framework, and where opportunities exist to strengthen and deepen that alignment.

While the underlying capabilities are universal, their expression will look different across our disciplines. What systems transformation means for a nurse, an engineer, an artist, or an ecologist will vary, and will be expressed more strongly in some courses than others. This approach allows all UTAS graduates to share something in common, regardless of the pathway and disciplinary lens through which they develop their knowledge, skills and disposition.

Our existing curriculum contains many examples of strong alignment to the capabilities and domains, which can be shared across disciplines to create new opportunities for inter-disciplinary learning.

Students will be partners in shaping the implementation of this Framework. Their perspectives on learning experiences, curriculum design, and what it means to be prepared for a world in transition are essential.

The capabilities will not create new or additional requirements for students. Rather, the capabilities will be designed into the curriculum over time, shaping the learning outcomes, content, pedagogy and assessment to enhance the quality of the education they receive.

Impact

Our curriculum is preparation for immediate contribution and future impact. Our students and graduates will not observe transitions from the sidelines. Transformation will not happen to our graduates; it will happen through them.

Students will engage with the foundational knowledge to support transitions through coursework, industry placements, and research and learn how to contribute to solutions, build partnerships, and drive change. By 2050, when today's graduates reach the peak of their professional influence, they will have been contributing to societal transitions for more than two decades.

Introduction

Graduate capabilities are fundamental to higher education outcomes, representing the bridge between academic learning and real-world impact. They encompass the transferable competencies that enable graduates to navigate diverse careers and the deeper intellectual capacities for lifelong learning and systems transformation.

It is challenging for institutions to ensure that these capabilities are genuinely embedded throughout the curriculum rather than existing as aspirational statements. We face the imperative of preparing graduates for the scale and urgency of transformation required. Our students need these capabilities now to enable them to contribute to societal transitions, and develop the experience needed to lead systems transformation in the future.

Implementation requires intentional design and careful alignment between curriculum, pedagogy and assessment. Adaptability and contextualisation are essential. Learning outcomes derived from the capabilities need to be pitched at the right level and be scaffolded through educational levels. Capabilities will be expressed differently, and at different intensities, across courses and disciplines.

Understanding Our Purpose: Interconnected Human and Natural Systems

Every profession, every career, and every contribution our graduates make occurs within interconnected human and natural systems. For centuries, human systems have operated as if disconnected from natural systems, leading to resource use beyond the safe limits of planetary boundaries.² We now face the converging challenges of climate disruption, biodiversity collapse, resource depletion, and social inequity; all signs of degraded connections between human and natural systems.

Coupled Human and Natural Systems (interconnected systems): How human economies, societies, and technologies connect with and depend on Earth's ecological systems. Everything humans do affects natural systems, and natural systems affect human wellbeing. Sustainability means redesigning these connections to work regeneratively within planetary boundaries.³

By 2050, we must fundamentally redesign this relationship. This is not a distant deadline. It represents the scientifically determined window to avoid irreversible tipping points in Earth's climate and ecological systems. Students entering university today will be in their peak professional years in 2050, and they are the generation that will either successfully change or manage the consequences of failure.

This isn't about incremental improvement or 'doing less harm'. It's about redesigning how human systems connect with natural systems across every domain. How we produce and consume, how we organise economies, how we govern societies, how we generate and apply knowledge and how we innovate and use technology. These challenges are universal, but they present differently across contexts, requiring solutions that are globally informed and locally responsive.

² Rockström et al, 2009. A safe operating space for humanity. *Nature* 461, 472–475.

³ Liu et al. 2007, *Coupled human and natural systems*. *Ambio* 36: 639–649.

The Learning Need and Opportunity

Curriculum and research are fundamental and mutually reinforcing mechanisms through which our students and graduates will contribute to societal transformation in Tasmania and around the world.

We need to generate the evidence, innovations, and systems understanding to inform transition pathways. While curriculum develops the capabilities of future transition contributors and leaders, research creates the knowledge base they will apply, the technologies they will implement, and the policy frameworks that will guide transformation. The twin pillars of curriculum and research need to work together to infuse the curriculum with curiosity, inquiry and ways of knowing, and to achieve their fullest expression in our Higher Degree by Research graduates.

Through our curriculum our students and graduates will develop the human capabilities required for systems transformation at scale. We reach tens of thousands of students across our disciplines every year, preparing them for decades of contributions to our future. Our alumni community continually grows, broadening the influence we can make through aligned approaches to societal transitions across Tasmania and the world.

Our transitions are deeply interconnected expressions of a core challenge; to transform our social, economic, and ecological system towards regenerative relationships. Educational transformation enables workforce capability for new economic models. Economic transformation must serve both human wellbeing and planetary health. Health depends on environmental quality and social equity. Cultural vitality sustains community resilience through change. All transitions require grounding in Indigenous knowledge, strategic technology deployment, and strengthened social cohesion. These interconnected transformations are locally and globally essential.

Every graduate is agent for these transitions. Whether they become teachers shaping the next generation's learning, health professionals designing sustainable healthcare systems, engineers building renewable infrastructure, business leaders transforming regional economies, artists strengthening cultural identity, or researchers who generate new knowledge, all graduates can apply their capabilities to societal transitions.

The dual opportunity within our curriculum is preparation for both future impact and immediate contribution. Students engaging with transition challenges through coursework, placements, capstone and research projects are already contributing solutions, building partnerships, and driving change. By 2050, when today's graduates reach their peak professional influence, they will have been contributing to Tasmania's transitions for two decades.

Societal Transitions: A Universal Challenge

The five transitions we have defined in our strategy (Education, Health, Productivity, Climate, and Tasmanian Stories) provide a clear focus for this Framework.

Tasmania's scale, complexity, and the urgency of the Transitions make it an ideal learning environment. Small enough to understand systems holistically, complex enough to develop sophisticated solutions, urgent enough to demand immediate action. Tasmania serves as an ideal 'laboratory' for developing these capabilities, offering a unique environment where ideas can be tested, refined, and scaled for broader impact.

This Framework is intended to ensure that our graduates develop the capabilities required to contribute to and potentially lead transitions, whatever their career path. The capabilities students develop at our University translate directly to transformation challenges globally. In metropolitan centres facing urban sustainability transitions, regional communities navigating economic change, or nations reconceptualising their relationships with Indigenous knowledge systems and natural environments, and emerging challenges that we do not yet know or understand.

Students who join our university within Tasmania, from our campuses in mainland Australia, with our partners around the world, and online, will develop capabilities that equip them to drive meaningful change within their own communities and contexts to support systems transformation. They will carry forward the knowledge, skills and disposition they develop at our university; approaches now widely recognised as vital for addressing complex contemporary challenges.

University of Tasmania graduates can be the designers of regenerative interconnected systems. Whether they become engineers or educators, health professionals or business leaders, artists or scientists, they need capabilities that enable them to:

- Understand how human and natural systems interconnect and influence each other;
- Understand planetary boundaries and safe limits for human activity as the context for all careers/professional practice⁴;
- Learn from and integrate Indigenous knowledge systems that provide proven models of regenerative connections developed over millennia;
- Apply systems thinking to design interventions that strengthen rather than degrade these connections;
- Direct technology as a tool to support regenerative rather than extractive systems;
- Rebuild social cohesion, address systemic inequities, and create conditions where all people can live full and meaningful lives; and
- Lead collaborative transformation across the profound changes required by 2050.

⁴ This Framework deliberately uses the term 'professional' to encompass:

- **Traditional professions** (e.g. nursing, engineering, teaching) with registration bodies,
- **Emerging professions** (e.g. data science, digital media, environmental management),
- **Academic and research careers** (e.g. honours pathways, research training), and
- **Any career context** requiring disciplinary expertise, ethical practice, and adaptability.

The Graduate Capability Framework

The Graduate Capability Framework is organised around five themes. The themes are simple statements that provide an entry point into what each capability is about. The capabilities and domains provide more precision and depth for curriculum design, supporting the development of learning outcomes at different AQF levels.

Each theme and capability addresses a fundamental question for students in a world undergoing rapid and complex change. These questions have always been at the centre of learning and are questions that graduates will need to answer across their careers. The Framework makes these questions explicit and seeks to ensure that all graduates develop the skills, knowledge and disposition to answer them with confidence and depth.

Question	Theme	Capability
<i>How do things connect and affect each other?</i>	Inquire: Making sense of complex systems	Systems Thinking and Analysis
<i>What does it mean to be great at what I do?</i>	Excel: Mastery of discipline and personal growth	Adaptive Excellence
<i>How do I make a difference?</i>	Act: Moving from awareness to action	Transformative Change Agency for Holistic Sustainability
<i>How do I bring new ideas to life?</i>	Create: Generating new ideas and solutions	Creative Innovation and Cultural Expression
<i>How do I work well with others and care for myself?</i>	Connect: Building relationships that sustain trust	Relational Intelligence and Personal Agency

Structural Elements

The **capability and capability statement** describes what each capability is; the essential understanding, orientation and practice that students will develop. Each capability is framed to work across disciplines and AQF levels. Its function is to establish a shared understanding of what the capability is about, independently of how it will be expressed.

The **domain** is a defined structural unit within each capability representing a cluster of related knowledge, skills and orientation. Domains help to organise content within each capability. They break down each capability into discrete elements to support curriculum design.

The **outcome statement** describes the nature and scope of the domain in practice. It is not framed to align with any particular AQF level and applies across AQL levels and disciplines. It explains what the domain is and why it matters.

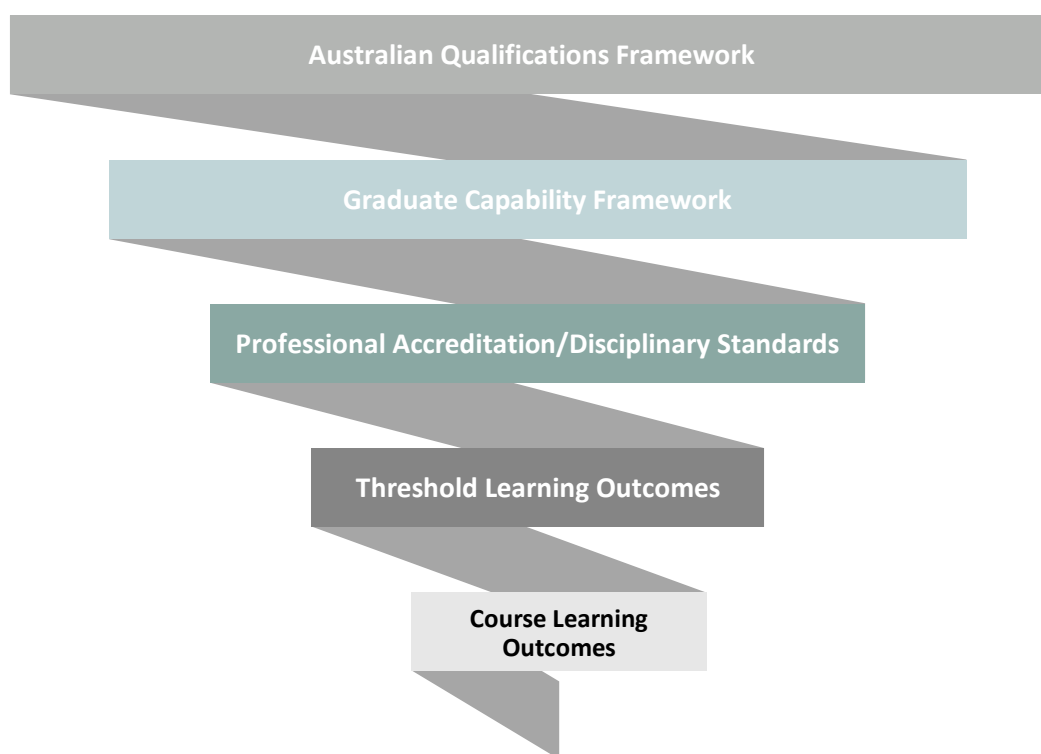
The **progression statement** describes the development pathway for a student within each domain as they progress through courses, and through AQF levels. AQF alignment anchors progression, providing educators and designers with the necessary scaffolding to align learning outcomes, learning activities and assessment tasks in units and scaffold learning through courses.

Pre-degree and enabling (Foundation): AQF Levels 3-5
- Designed to prepare students to enter higher education - Developing foundational knowledge and skills, including writing, analysis, numeracy and academic literacy
Year 1 (Introduction): AQF Level 5
- Diploma level capabilities - Building awareness and fundamental skills
Years 2-3 (Integration): AQF Level 6
- Associate degree level capabilities - Applying capabilities with increasing sophistication
Final Year (Advanced): AQF Levels 7-8
- Bachelor degree (Level 7) and Honours/Graduate Certificates/Diplomas (Level 8) - Demonstrating autonomous capability application and beginning to drive change
Postgraduate (Mastery): AQF Levels 9-10⁵
- Master degree (Level 9) and Doctoral degree (Level 10) - Leading innovation and able to implement transformation at scale

⁵ Higher Degree by Research (HDR) program learning outcomes will be calibrated differently to coursework programs to align to the Continued Research Development Model and disciplinary expectations.

Contextualisation and Disciplinary Expression

The Graduate Capability Framework provides an *institutional* lens through which educators design curriculum, much like AQF level criteria establish sector-wide *national* expectations and professional standards provide the *disciplinary* frame. Graduate capabilities become woven into learning outcomes within the curriculum, rather than existing as a non-essential set of statements to map to.



Disciplinary expression is a critical consideration in the design of the Framework. Our intent is to acknowledge the minimum disciplinary standards while seeking to create an ambitious interdisciplinary learning environment for our students. Our course-level learning outcomes will authentically connect and align curriculum by translating capabilities and disciplinary standards into clear outcomes for student learning.

AQF level criteria do not result in all degrees at the same level having the same learning outcomes, even within the same courses offered across the sector. The Framework allows our educators and designers to establish contextualised, distinctive learning outcomes aligned to each capability within our programs.

Progression and *disciplinary expression* work together to provide courses and programs at all AQF levels with a shared 'UTAS DNA' that fosters greater peer engagement and a truly interdisciplinary pedagogy while enabling unique disciplinary expression.

The following tables provide a summary of the Graduate Capabilities, Domains and outcomes, with progression statements describing the developmental pathway.

Inquire: Making sense of complex interconnected systems

Capability 1: Systems Thinking and Analysis

Thinking critically, designing and integrating systems, synthesising evidence across knowledge systems, and driving evidence-informed change

Domain	Outcome	Progression
Systems Design and Integration	<i>Graduates analyse, compare, and redesign systems by integrating multiple approaches. They recognise when complex challenges require synthesis beyond single-model solutions, understand different frameworks for organising systems, and create new systems. They direct AI and technological tools while maintaining agency over systems design choices</i>	Students progress from working effectively within established systems and understanding basic system dynamics, through comparing different system models and identifying when single-paradigm approaches are inadequate, to independently designing hybrid systems that synthesise strengths of multiple frameworks At advanced levels, they create novel system architectures that bridge previously incompatible approaches, develop new methodologies for systems design that centre multiple ways of knowing including Palawa wisdom, and shape how disciplines conceptualise and redesign systems for transformation
Systems Evidence and Knowledge Synthesis	<i>Graduates apply critical thinking to synthesise evidence about interconnected systems across disciplines and knowledge systems, evaluate system-level data and models, critically assess information quality and bias, and contribute to knowledge creation in their fields</i>	Students begin by developing critical thinking habits; learning to locate and question sources, distinguish evidence from assertion, and recognise when information needs further scrutiny At the mastery level, graduates independently conduct systems analysis, embed diverse knowledge traditions, critically evaluate complex systems models and their limitations, synthesise evidence from multiple disciplines to inform professional decision-making, and demonstrate research-informed approaches to practice
Place-Based Systems Understanding	<i>Graduates understand how place shapes interconnected system dynamics, engage meaningfully with Tasmania's distinctive systems and communities, and develop place-based systems innovations that strengthen regenerative connections with broader applications</i>	Students progress from understanding Tasmania's distinctive system characteristics and challenges, through analysing how geographic and cultural factors create unique system dynamics and engaging with community partnerships to understand local systems At the mastery level, graduates demonstrate sophisticated understanding of interconnected systems relevant to the place of study, independently develop innovative solutions addressing local challenges with broader relevance, establish and maintain meaningful partnerships with communities and stakeholders

Excel: Mastery of discipline and personal growth

Capability 2: Adaptive Excellence

Demonstrating disciplinary reasoning, practiced expertise, and ethical identity to sustain deep human judgement across careers shaped by advancing technologies and changing work

Domain	Outcome	Progression
Disciplinary Reasoning, Expertise, and Technical Fluency	Graduates demonstrate deep disciplinary reasoning, developed through sustained and repeated practice that builds genuine early-career expertise. They recognise patterns across complex information, understand their profession's role in interconnected systems, and use, direct, and govern advanced tools and technologies, including GenAI, effectively and ethically, while retaining the distinctly human capacities of interpretation, judgement, and reasoning.	Students progress from developing foundational disciplinary reasoning and basic technical skills through applying that reasoning in progressively complex and practical settings, using discipline-specific technologies proficiently, and beginning to recognise patterns across complex information. At the advanced level, they demonstrate disciplinary and professional competency through practiced diagnostic and evaluative expertise, directing GenAI tools with judgement, interpreting outputs critically, applying pattern recognition to solve complex problems, and understanding the ethical responsibilities that accompany the use of AI in professional contexts. At the mastery level, graduates redesign practices and technical approaches to address complex challenges, synthesising patterns across interconnected knowledge domains to generate original insights. They govern the use of GenAI and advanced technologies strategically and ethically, developing and applying principles for responsible AI use within their discipline, retaining human agency over design choices and professional judgement and transform how their discipline operates within interconnected systems.
Ethics and Identity	Graduates develop strong disciplinary identity, navigate ethical dilemmas with integrity, and lead ethical practice in their fields	Students progress from understanding the philosophical and historical foundations that shape their discipline's ethical commitments, through examining how these foundational values inform professional codes and applying them in practice settings, to demonstrating integrity grounded in deep ethical understanding and leading discussions that reconnect practice to foundational principles At the mastery level, graduates contribute to evolving ethical frameworks by drawing on foundational traditions, shape policy and governance, and mentor emerging professionals in understanding the 'why' behind professional ethics
Career Adaptability and Lifelong Learning	Graduates demonstrate career resilience, build professional networks, develop financial literacy and economic capability, and commit to ongoing learning and development throughout their careers	Students progress from exploring career pathways, understanding diverse opportunities, and developing personal financial literacy, through building professional networks, gaining industry experience, building economic resilience, and beginning to drive their own career development, to articulating career goals, and demonstrating workforce readiness and/or preparedness further study At the mastery level, graduates establish more specialised career trajectories through advanced study or practice, build leadership capabilities, demonstrate economic resilience in navigating career transitions, contribute to workforce

		development, drive professional transformation in their fields, and mentor emerging professionals
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Act: Moving from awareness to action that changes systems

Capability 3: Transformative Change Agency for Holistic Sustainability

Advancing equity, regenerating and connecting with ecological systems, and strengthening community wellbeing by mobilising collective action to progress systems transformation

Domain	Outcomes	Progression
Environmental and Socioeconomic Transformation	<i>Graduates understand the deep connections between environmental, economic, and social systems. They demonstrate environmental knowledge, climate literacy and economic capability, and drive transformation toward regenerative connections by developing circular economy solutions, renewable systems, and mobilising stakeholders to overcome barriers to change</i>	Students progress from understanding environmental impacts, climate science fundamentals and circular economy concepts in their discipline, through analysing environmental and climate issues within interconnected systems, to designing potential solutions, contributing to sustainability initiatives in project contexts, and mobilising stakeholders for environmental action At the mastery level, graduates conduct original research on sustainability, climate adaptation, and circular economy, develop and implement breakthrough innovations that transform interconnected environmental and economic systems at scale, drive climate solutions and regenerative economic transformation through building coalitions and sustaining momentum, and influence systems-level policy and practice
Advancing Equity	<i>Graduates recognise that environmental degradation, social inequity are economic inequality are interconnected. They drive transformation toward systems that regenerate ecological, social and economic wellbeing by challenging inequitable systems, organising for justice, and implementing equity interventions</i>	Students progress from understanding how inequity manifests, recognising diverse perspectives, and understanding economic inequality and poverty, through analysing interconnections between social, environmental and economic inequities and practicing inclusive approaches, to designing interventions addressing systemic inequity, and advocating for justice At the mastery level, graduates independently design and implement systems that regenerate social equity and ecological wellbeing, demonstrate leadership in building inclusive institutions and economic pathways, create new structures, and mobilise diverse stakeholders to sustain transformation toward justice
Community Engagement and Leadership	<i>Graduates partner respectfully with communities to co-design interconnected systems that support both human flourishing and ecological regeneration. They mobilise communities for transformation, co-implement solutions, and sustain change by building community agency and capacity</i>	Students progress from learning respectful community engagement, through participating in community partnerships and collaborating on community projects, facilitating community participation in projects, and demonstrating commitment to community wellbeing At the mastery level, graduates independently establish and maintain meaningful community partnerships, demonstrate leadership in community-engaged practice, effectively facilitate community voice and participation in professional work, and articulate sophisticated understanding of communities within their interconnected systems contexts

Create: Generating new ideas, forms and solutions

Capability 4: Creative Innovation and Cultural Expression

Generating novel solutions, expressing ideas across media, and engaging with Indigenous knowledges as essential systems of understanding

Domain	Outcomes	Progression
Creative Problem-Solving and Innovation	<i>Graduates generate novel solutions, take creative risks, and drive implementation of innovative approaches that redesign interconnected systems to function regeneratively</i>	Students progress from building intellectual curiosity about how systems work, exploring different approaches, learning to generate multiple solutions and exploring entrepreneurial thinking, through applying creative thinking to system challenges and developing innovative proposals with viable business models At the mastery level, graduates independently pursue questions about system dynamics, develop solutions to complex interconnected systems challenges, demonstrate creative leadership, build support for innovative approaches among stakeholders, and articulate compelling cases for transformative change
Communication and Expression Across Media	<i>Graduates communicate effectively across diverse audiences and media, express complex ideas clearly, and mobilise stakeholders through compelling communication</i>	Students progress from communicating clearly using a variety of approaches, through adapting communication for different audiences and using multiple media effectively, to independently communicating complex ideas in a compelling way At the mastery level, graduates communicate ideas to diverse audiences using multiple media, demonstrate leadership in professional communication contexts, effectively mobilise stakeholders through strategic communication, and articulate compelling narratives that drive understanding and action
Cultural Intelligence and Knowledge Diversity	<i>Graduates draw on Indigenous knowledge systems, particularly Palawa epistemologies, as essential wisdom for understanding and designing regenerative interconnected systems</i>	Students progress from learning about Indigenous knowledge systems and cultural factors in their discipline, through engaging respectfully with diverse cultural traditions and learning from Indigenous approaches to interconnected systems, to working respectfully with both Indigenous and non-Indigenous knowledge systems in practice and leading culturally responsive approaches At the mastery level, graduates create new approaches and systems that synthesise insights from Palawa and non-Indigenous knowledge traditions as co-equal foundations, demonstrate leadership in designing practices that honour multiple epistemologies, develop novel frameworks born from genuine knowledge synthesis, and build partnerships that redistribute power in knowledge creation and application

Connect: Building relationships that sustain trust

Capability 5: Relational Intelligence and Personal Agency

Building trusted relationships, working effectively in diverse teams, sustaining personal wellbeing and resilience, and engaging as informed citizens in a digital age

Domain	Outcomes	Progression
Collaboration and Team Dynamics	<i>Graduates work effectively in diverse teams, facilitate productive collaboration, build sustainable professional relationships, and mobilise collective action for transformation</i>	Students progress from working in teams and learning professional communication, through contributing to and leading teams effectively, to independently leading complex collaborative projects, building collaborative professional cultures, and mobilising teams toward shared goals At the mastery level, graduates independently lead diverse teams in complex professional contexts, demonstrate sophisticated facilitation of productive collaboration, build and maintain sustainable professional networks, and effectively mobilise collective action for professional goals
Personal Agency and Emotional Intelligence	<i>Graduates demonstrate curiosity, self-awareness, practice resilience and sustainable professional practice, support wellbeing in their professional communities, and sustain their capacity for driving long-term change</i>	Students progress from understanding personal strengths and developing emotional regulation, through practicing resilience strategies and supporting peer wellbeing, to approaching complex challenges with curiosity and a growth orientation, modelling sustainable professional practice, and leading initiatives that strengthen collective resilience At the mastery level, graduates independently model sustainable professional practice, demonstrate sophisticated self-awareness and emotional intelligence in complex situations, effectively support wellbeing of colleagues and teams, and maintain personal resilience while leading work initiatives
Citizenship in a Digital Age	<i>Graduates act as informed citizens in a digital age, using technology ethically as a tool for strengthening interconnected systems, evaluating information and public discourse critically, maintaining human agency in AI-enhanced work, and driving responsible innovation that serves regenerative transformation rather than extractive patterns.</i>	Students progress from understanding ethical technology use, recognising AI limitations, and engaging thoughtfully with information and public discourse online, using AI tools ethically while maintaining professional judgment, critically evaluating public discourse and algorithmic influence, evaluating the impact of technology on interconnected systems, to implementing ethical technology solutions, acting as informed citizens in digitally mediated public life, advocating for human-centered AI that serves systems transformation, and challenging technology implementations that degrade systems. At the mastery level, students shape and implement ethical frameworks for AI in their fields that prioritise regenerative systems, conduct studies on technology ethics and system impacts, contribute to and drive AI governance, lead responsible innovation, and shape public discourse on technology's civic and democratic implications, and mobilise professional communities to resist extractive technology paradigms.

Strategic Alignment

This Framework operationalises UTAS's Strategic Refresh within our curriculum with explicit focus on:

Responding to the Universities Accord: Preparing graduates for an uncertain future requires capabilities for systems transformation and specialised disciplinary education. The Framework positions our curriculum as essential for societal transformation.

Building on Institutional Strengths: UTAS's research excellence in climate science, Antarctic research, marine and freshwater systems, agriculture, and health provides the knowledge base for understanding interconnected systems. We have considerable depth in ecological economics, natural resource economics, and behavioural economics for social change. Our strengths in literature, music and art provide powerful capacity for expressing identity, conveying hope and challenging existing systems. Our distinctive place-based mission and island context position us ideally for interconnected systems innovation.

Tasmania's Future: Every capability explicitly develops graduates who can lead societal transitions, with clear progression showing how students engage with local system challenges while developing globally relevant expertise.⁶

Enhancing Human Agency: We enhance human agency by developing deep metacognitive skills, creativity, relational intelligence, and ethical reasoning because we must retain sufficient depth in these areas to make conscious choices about what we use technology for, and how we continue to develop it, to better serve our lives and society. AI and other technologies are powerful tools that augment our ability to design and implement interconnected systems transformation, but only when we maintain the depth of capability needed to direct these tools toward regenerative goals.

Indigenous Knowledge: Palawa knowledge systems are embedded throughout as essential wisdom for sustainable systems design, not as supplementary content. We recognise that Indigenous peoples have successfully maintained regenerative interconnected systems for millennia. Implementation of the Graduate Capability Framework is a key action within our Aboriginal and Torres Strait Islander Education Plan 2026-2030, ensuring Indigenous ways of knowing, being, and doing shape what we teach, how we teach, how we measure excellence, and what we understand a UTAS graduate to be.

Aboriginal and Torres Strait Islander peoples are the First Knowledges holders of Lutruwita and this continent. Indigenous ways of knowing, being, and doing are foundational to the framework.

⁶ Place-based learning is a pedagogical approach, not a geographic requirement. The place-based emphasis in this should be understood as a pedagogical commitment to connecting learning with real-world contexts. For students studying at our mainland campuses in Melbourne and Sydney, with our international partners and online, this translates to:

1. Learning through the lens of place - understanding how geographic, cultural, environmental, and social contexts shape professional practice and community needs.
2. Applying Tasmanian case studies and transitions as exemplars of complex, interconnected challenges that exist in different forms everywhere.
3. Developing transferable capabilities for understanding and responding to regional contexts wherever graduates work.

For millennia, Aboriginal and Torres Strait Islander peoples have practiced interconnected systems thinking, understanding deep relationships between Country, culture, community, and future generations. These ancient and continuing knowledge systems embody the principles our graduates need: seeing patterns across complex systems, honouring reciprocal relationships, making decisions that serve both present and future, and leading transformation grounded in connection to place and people.

Our vision of graduates as interconnected systems designers capable of leading transformation toward 2050 cannot be realised without centring Indigenous epistemologies. When we position Tasmania as a living laboratory for systems transformation, we recognise that Palawa people have sustained this island's systems through sophisticated knowledge practices for millennia.

This Graduate Capability Framework is grounded in Indigenous ways of knowing, being, and doing, integrating them as foundational across all five core capabilities and fifteen domains.

All graduates will:

- Engage with Indigenous knowledge systems, perspectives, and pedagogies as essential to their disciplinary practice
- Develop cultural competency through truth-telling about colonization and its ongoing impacts
- Learn through Indigenous-led curriculum design and partnerships with Aboriginal and Torres Strait Islander communities
- Recognise their responsibility to contribute to futures where Indigenous self-determination and leadership are central

This Framework translates our strategic vision into the curriculum, enabling every course we offer, from pathways through to doctoral programs, to contribute meaningfully to preparing the next generation of graduates.

Our Commitment

Developing graduate capabilities requires staff commitment to embody them. Educators cannot guide students in redesigning interconnected systems unless they themselves engage with this transformation. This commitment includes:

Students as Partners: We recognise that students are not passive recipients of their education but active co-creators of it. Students are partners in shaping their learning experiences, contributing their perspectives to curriculum design, and joining staff in building a university that models the transformative practices it teaches.

Staff as Role Models: Staff actively model the systems thinking, ethical reasoning, and collaborative approaches they help students develop, examining their own professional practices through an interconnected systems lens.

Continuous Innovation: Staff embrace innovation in curriculum design and pedagogical practice, particularly in developing learning experiences that build interconnected systems understanding and transition leadership capabilities.

Professional Development Commitment: Staff develop their own capabilities to better guide students, engaging with emerging scholarship on interconnected human and natural systems, Indigenous knowledge systems, and transformative education.

Strategic Technology Integration: Staff take responsibility for helping students navigate emerging technologies as tools for systems transformation, modelling human agency in AI-enhanced teaching and learning while critically evaluating the role of technology.

Unified Purpose: Staff and students work toward the same goal. Building capabilities for systems transformation and Tasmania's transitions.

This shared commitment means that we are not just teaching about transformation, we are modelling it as an institution.

Implementation

What we intend to do

Our existing curriculum contains many examples of strong alignment to these capabilities, which can be shared across disciplines to create new opportunities for inter-disciplinary learning.

Students will be partners in shaping the implementation of this Framework. Their perspectives on learning experiences, curriculum design, and what it means to be prepared for a world in transition are essential.

The capabilities will not create new or additional requirements for students. Rather, the capabilities will be designed into the curriculum over time, shaping the learning outcomes, content, pedagogy and assessment over time to enhance the quality of the education they receive. This will happen naturally as we design new curriculum and re-design our existing curriculum. We will build them into the existing workflows and templates supporting curriculum design and approval, curriculum performance and major course review.

This approach will support progressive and systematic implementation over the curriculum lifecycle. We will identify opportunities to create a more dynamic and inter-disciplinary curriculum, building on the foundations of shared, contextualised, core knowledge in key discipline areas, such as the humanities and sciences.

We will support disciplines to innovate, work together in areas where content can be shared, co-designed and contextualised.

We will develop novel ways of delivering inter-disciplinary content, lift peer engagement and support students to engage in ways that work best for them as we seek to continually enhance the quality of the education we provide.

A natural language GenAI tool (Optima Explorer) is being developed to help staff review course and unit learning outcomes in the context of the Framework, identifying existing areas of alignment and opportunities to strengthen alignment to capabilities and domains where needed. The tool will also help staff to identify where existing content is available across the University as starting point for inter-disciplinary connection and collaboration.

What we won't do

We won't send around spreadsheets for staff to map existing curriculum to capabilities as a compliance exercise.

Graduate capabilities need to be *designed in*, not 'bolted on' or mapped. The latter approaches simply serve to describe the existing curriculum, or worse, overload students with content that doesn't make sense to them in the context of the rest of the course or program.

Some courses are designed for discovery-based learning, and some domains may not make sense for every course. Courses offered in Tasmania will take a Palawa-focussed approach to Indigenous-centred approaches, while this may not make sense for one of our courses offered in Sydney or overseas. We'll work together to identify an approach that works. Contextualisation is critical, and we won't take a 'cookie-cutter' approach to implementation.

Appendix 1: Acknowledgements

This document reflects the work of multiple contributors, particularly members of the Graduate Capability Working Group, the Sustainability Working Group and many other colleagues who provided suggestions, content and refinements through the shared drafting phase of the document.

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